


**Collaborative AT Assessment:
Everyone Has a Role to Play**


Gayl Bowser
gaylbowser@aol.com
www.educationtechpoints.org



1




Assistive Technology Assessment Competencies and Resources
Bureau of Exceptional Education and Student Services
Florida Department of Education



Goals for This Session

- Get familiar with Florida AT Assessment Competencies
- Learn about a collaborative model of AT service
- Practice collaborative strategies for provision of AT services
 - SETT
 - Framing the Question
 - Implementation –Skill for Competence
 - Classroom Procedures
 - Transitions

2




Away We Go!

Introductions

- Name
- Location
- Your role with the teams you work with
- Your goals for today

3




Assistive Technology Assessment Competencies and Resources
Bureau of Exceptional Education and Student Services
Florida Department of Education

Using the Assistive Technology Assessment Competencies and Resources

www.florida-ese.org/ATcomp

4




Assistive Technology Assessment Competencies and Resources
Bureau of Exceptional Education and Student Services
Florida Department of Education

Assessment Competencies

- 1: Procedures
- 2: Regulations
- 3: Measurement Tools and Strategies
- 4: Continuum of Devices and Services
- 5: Leadership of the AT Assessment Team
- 6: Relationship to Goals and Student Needs
- 7: Assessment Results
- 8: Role in Consideration
- 9: Implementation

5




Assistive Technology Assessment Competencies and Resources
Bureau of Exceptional Education and Student Services
Florida Department of Education

Competency Focus for Today

Collaborative Approach to

- #1. Procedures
- #5 Leadership of the Assessment Team
- #3. Assessment process
- #6. Relationship to goals, abilities and student needs
- #7. Decision Making
- #9. Plan for Using AT and Data collection

6



Assistive Technology Assessment Competencies and Resources
Bureau of Exceptional Education and Student Services
Florida Department of Education

Competency 1: Procedures

Be knowledgeable about and implement the school district's assistive technology (AT) assessment procedures.

- Implement the district's AT referral procedures.
- Describe the function of the individual educational plan (IEP) team as related to AT assessment.

7




QIAT Self Evaluation Matrix

www.qiat.org


8

Evaluation Using the QIAT Indicator Areas



- Consideration
- Assessment
- Inclusion in the IEP
- Implementation
- Evaluation of Effectiveness
- Administrative support
- Transition
- Professional Development


9



Quality Indicators for AT Assessment

- Procedures
- Team with collective knowledge and skills
- Customary environments
- Reasonable time lines
- Recommendations based on data
- Documented recommendations
- Reassessed


10 Quality Indicators in Assistive Technology



Discussion: Quality Indicators

- How did you rate your AT services?
- What aspects of your services would you like to improve?
- What barriers to improvement do you experience

11


Assistive Technology Assessment Competencies and Resources
Bureau of Exceptional Education and Student Services
Florida Department of Education

Competency 5: Leadership of the AT Assessment Team

Provide leadership and support to professionals, students, and family members/caregivers of the team conducting AT assessment activities.

- Know team-building skills needed to work with the IEP team.
- Identify and collaborate with providers in the AT assessment process.

12



Systems Are Changing!

$$A+B+C > X = \text{Change}$$

A= Shared dissatisfaction with the current state by a critical mass (Consideration)

B= Shared vision of the desired state by a critical mass (IEP)

C= Practical steps for getting from A to B (implementation plan)

X= Costs of change

Robert Garmston and Bruce Wellman

13



Change is personal.

New experiences are always initially reacted to in the context of some "familiar, reliable construction of reality" in which people must be able to attach personal meaning, no matter how meaningful they might be to others.

Marris (1975): Loss and Change

14

Factors That Affect Team Function in a Consultation Model

- Consultant's approach to team leadership
- Team's focus and priorities
- Interactions between the team and the consultant

15

Consultation Approaches

- Purchase Model
- Doctor-Patient Model
- Counseling Model
- Supervision Model
- Collaborative Model

(Strategies for Teacher Collaboration, pp 17 & 18)

16

Stages of Collaborative Consultation:

1. Initiation of the Consultation
2. Initial Definition of the Issue of Concern
3. Establish Expectations about the Consulting Relationship
4. Information Collection and Outcome Identification
5. Intervention
6. Evaluation and Closure or Re-Contracting

17

A Collaborative Model of AT Services

- Role of the consultant is to help someone solve a problem.
- Other roles include teaching educators new skills in the future.
- Interventions can be applied throughout the day and are more consistent.
- Uses expertise in a more efficient manner.
- Initially takes more time. Implies a different use of time and money.

18

Why Focus on a Collaborative Model of AT Consultation?

- State and National Paradigm Change in Educational Services
- Local Identified Need for LEA Teams
- Need for collaboration with general education

19

Discussion: Consultation Models


- What is your current consultation model?
- How might a different model of consultation change what you do?
- How might the barriers to quality services that you identified be addressed using this model?

20

QIAT Assistive Technology Assessment Process Planner



21



Assistive Technology Assessment Competencies and Resources
Bureau of Exceptional Education and Student Services
Florida Department of Education

**Competency 6:
Relationship to Goals and Student Needs**

Lead the assessment teams in understanding what the student needs are relative to his/her abilities, educational goals, and environmental factors that relate to the selection and delivery of AT devices and services.

- Lead the assessment team in clarification of findings.
- Facilitate the discussion of abilities, goals, and environmental factors.

22

Create a written AT assessment plan

Framing the Question

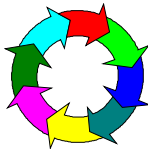
23

To Create a Useful Question

- Define the functional life skill (Task) which causes the child difficulty.
- Describe the performance which the child will increase, improve or maintain.

24

Framing the Question for Tiffany



25

Levels of Participation



Competitive
Active
Involved
None

Beukelman and Mirenda, 1998

26

Competitive students...

- Standard curriculum
- Meet same academic standards as peers
- Occasionally reduced requirements
- Team support and coordination is available

27

Active Students

- Regular curriculum but different academic standards
- Evaluated according to their individual goals.
- May receive supplemental instruction to develop specific skills.

28

Involved Students...

- Attend regular education classes and activities
- Minimal academic participation
- Sometimes need alternative activities
- Involved to the greatest extent possible.


29

Non-participating Students...

Are physically present in a general classroom, but are passive and uninvolved.

This level of participation is never acceptable.


30



Frame Your Question

- What is the task?
- In what situations is the task done?
- What is the child's present level of participation/performance on this task?
- Environmental concerns?
- Are there special considerations?

31



**Discussion:
Teams You Support for AT**

- How might you use *Levels of Participation* and *Framing the Question* with building level teams?
- What other strategies do you use to set the stage for the AT assessment?
- How might building level teams play a role in identifying levels of participation and framing the question ?

32

Gather information

**Collaborative SETT Framework
Assessment Process**

33

Allie's SETT

- What we know
- What we need to know
 - Student
 - Environment
 - Tasks
 - Tools



34


SETT Framework Worksheet
Collaborative Consideration of Student Need

	Student	Environment	Tasks	Tools and Strategies
What we know				What we are doing
What we need to know				What we want to try


**Analyze information to identify
tools & strategies for the trials**

Collaborative SETT Framework
Assessment Process

36



Dynamic Assistive Technology Evaluation
(DATE)
Collaborative Worksheet



Dynamic Assistive Technology Evaluation (DATE)


1. Identify and define areas of concern
2. Gather information related to concerns
3. Analyze information
4. Generate and prioritize potential solutions
5. Develop trial action plan
6. Conduct trials and collect data on effectiveness
7. Formulate recommendations
8. Document

37

Conduct the trials with identified tools

Collect and Analyze Data

38



Assistive Technology Assessment Competencies and Resources
Bureau of Exceptional Education and Student Services
Florida Department of Education

**Competency 3:
Measurement Tools and Strategies**

Select and use appropriate measurement tools, strategies, and activities to assess a student's AT needs.

- Describe at least one assessment tool for each area being assessed.
- Select the appropriate tools based on individual student needs.
- Implement the assessment process.

39

For information
on planning for,
collecting and
using data.



www.educationtechpoints.org

Team Planning for Data Collection



- What aspects of the student's performance will change?
- What kind of change will there be in the way the student completes the task(s)?
- What data do we need to demonstrate that change is happening (or not)?
- How will we collect data?

41

What aspects of
the student's
performance
will change?

- ✓Speed/Frequency
- ✓Accuracy
- ✓Independence
- ✓Spontaneity
- ✓Duration
- ✓Latency
- ✓Quality
- ✓Quantity

42

What kind of change will there be in the way the student completes the task(s)?

- ✓ New tools
- ✓ New educational strategies
- ✓ Accommodations
- ✓ Modifications

43

When and for what purpose will data be collected, reviewed and analyzed?

- ✓ Frequently during implementation
- ✓ Periodically scheduled reviews
- ✓ Formative evaluation
- ✓ Summative evaluation

44

Data Collection Strategies

- Interview
- Product Review
- Observation
- Video Tape

45

Trial Periods

How will we collect and analyze data?


- ✓ Who
- ✓ What
- ✓ When
- ✓ Where
- ✓ How?

46


More Data Collection Tools

- UK Assessment Planning and Data Collection
- Michigan Assistive Technology Resources

47



Assistive Technology Assessment Competencies and Resources
 Bureau of Exceptional Education and Student Services
 Florida Department of Education




Competency 7: Assessment Results

Interpret and present the results of AT assessments to the IEP teams in a way that supports effective decision-making based on the student, the educational program, and data gathered during the assessment process.

- Interpret results of the AT assessment to the IEP team using non-technical language.
- Clarify pertinent assessment information for effective decision-making.


48



Discussion:
Using SETT With Teams

- How might your team increase member involvement in the following assessment steps?
 - Gather information?
 - Identify tools and strategies?
 - Conduct trials?
 - Analyze data with the team?

49




Assistive Technology Assessment Competencies and Resources
Bureau of Exceptional Education and Student Services
Florida Department of Education

Competency 8: Role in Consideration

Explain the strengths and challenges of specific AT devices and services and the factors that may affect their use.

- Offer options for professional development training.
- Discuss the challenges and barriers that effect AT use.

50



Assistive Technology Assessment Competencies and Resources
Bureau of Exceptional Education and Student Services
Florida Department of Education

Competency 9: Implementation

Collaborate with those in charge of implementing the IEP to formulate and initiate a plan using AT to support the educational achievement of the students.

- Design an action plan for AT use.
- Describe a data collection plan for AT use.

51

Purpose and Expected Results of AT Implementation

Purpose: For students to use AT to actively participate in curricular and extracurricular activities

Results: Increased academic achievement and functional performance

52

Implementation: The stage is set!



- Levels of participation
- Aspects of student performance that will change
- Pre-trial data is collected

53

Beukelman and Mirenda, 1998

Collaborative Implementation Planning Strategies

- Student's AT Competence
- Classroom Procedures
- Evaluation of Effectiveness

54

Helping Students Develop AT Competence

Light, J. (1989) "Toward a definition of communicative competence for individuals using augmentative and alternative communication systems" *Augmentative and Alternative Communication*, p. 137-143

Light, J., Beukelman, D., Reichle, J. (2003) *Communicative Competence for Individuals who use AAC*, Brookes Publishing

55

Four Aspects of AT Competence

- Operational Skills
- Functional Skills
- Strategic Skills
- Social Skills

Adapted from Light (1989)

56

William's Skills



57

Operational Skills

- Technical skills required to operate the device or system
- Includes skills to use the access methods

58

Functional Skills

Mastery of the specific knowledge or abilities for which the device was chosen (e.g. writing, comprehension, expressive language)

59

Strategic Skills

- Ability to decide when to use a device
- Ability to choose which device to use for a specific activity

60

Social Skills

- Ability to use the device in an environment when others are present
- Ability to use the device with other people
- Ability to help others understand the device

61

Your Student's Skills



62

Classroom Procedures



What changes in routines will be needed?

63

Procedures are for Everyone

Rubrics for Behavior of...

- Student
 - Staff and Supporters
 - Families
- AND
- Peers and Partners

64

Procedures for Technology

- Student space for AT users
- Centers and stations that include technology
- Teacher area
- Shared technology materials
- Shared assistive technology
- Using technology independently

65

Tasks Within Routines

- Identify a daily activity/routine in a classroom
- Make a list of each step the class's students will take to complete that activity
- Describe how the target student will do the steps (if different)
- What AT and other supports will the student need for this routine?



66


Procedure for Daniel
Free Reading -Active Participation

Class' Steps	Daniel's Steps
Clear desk	Clear off tray
Walk to book baskets	Put your things in your basket
	Go to computer
Pick book	Pick Computer Book
Write start page	Enter start page on computer
Find place to read	Put on headphones
Free Reading	Talking computer book
Write end page	Write end page on computer
Put book away	Close book file
	<u>Save</u> and Close Free Reading file

67

Class' Steps	Daniel's Steps	Operation	Function	Strategic	Social
Clear desk	Clear off tray				
Walk to book baskets	Put your things in your basket			Basket on low table	
	Go to computer				Path to computer
Pick book	Pick Computer Book	Turn on computer			
		Open books folder			
		Choose file with correct book title	Match book title to card		
		Open book file			
		Find correct page			
Write start page	Enter start page	Locate clipboard	Page number on chart	Use a pencil and paper	
Find place to read	Put on headphones				Ask for help
Free Reading	Talking computer book		Independent listening/comprehension	Text to speech for reading	
Write end page	Write end page			Pencil/paper	
Put book away	Close book file	Close files			
	Close Free Reading file	Save/Close files			

68



Assistive Technology Assessment Competencies and Resources
Bureau of Exceptional Education and Student Services
Florida Department of Education

Competency 3: Measurement Tools and Strategies

Select and use appropriate measurement tools, strategies, and activities to assess a student's AT needs.

- Describe at least one assessment tool for each area being assessed.
- Select the appropriate tools based on individual student needs.
- Implement the assessment process.

69

Evaluation of Effectiveness



70

Assistive Technology Implementation and Evaluation Plan Summary

Zabala, J.S., & Korsten, J.E. (1999). Making a measurable difference with assistive technology: Evaluating the Effectiveness of Assistive Technology. Preconference presentation at the 2001 Closing the Gap Conference. Minneapolis, MN.

71



Discussion: Your Team's Work

How might your team use implementation strategies to help increase students' functional use of AT?

- Student Competence
- Procedures
- Evaluation Data Planning

72
